Unit #1 Title: Planning for Educational Achievement/Planning for School Success

**Lesson Title:** Our Classroom Party **Lesson:** 2 of 2

**Grade Level:** K

**Length of Lesson:** 20-30 minutes

### Missouri Comprehensive School Counseling Big Idea:

AD.4: Applying Skills Needed For Educational Achievement

### **Grade Level Expectations (GLEs):**

AD.4.A.0K: Identify and follow classroom and school routines. AD.4.B.0K: Identify work habits necessary for school success.

## American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

## Materials (include activity sheets and/ or supporting resources)

Dry erase board/SMART board/other visual display, and proper writing utensils. Blank paper folded in half and drawing materials (i.e., crayons, markers).

# Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas
Λ	6. Discover and evaluate patterns and relationships in information, ideas and structures.
	Goal 2: Communicate effectively within and beyond the classroom
X	3. Exchange information, questions, and ideas while recognizing the perspectives of
	others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society
X	6. Identify tasks that require a coordinated effort and work with others to complete those
	tasks.

## This lesson supports the development of skills in the following academic content areas. Academic Content Area(s) Specific Skill(s)

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X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

## **Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

### **Lesson Measurable Learning Objectives:**

The student will work collaboratively with classmates to review the classroom schedule and select a time for a party.

The student will work collaboratively to identify at least two behaviors expected at a classroom party.

### **Lesson Formative Assessment (acceptable evidence):**

# Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students work as team members to review their classroom schedule.

Students will decide what their classroom party schedule should be taking into account their lunch, specials, and recess times.

### **Lesson Preparation**

## **Essential Questions:**

Why is it important for people to have a daily plan?

### **Engagement (Hook):**

Counselor walks in the classroom and says, "Please raise your hand if you would you like to have a party."

Counselor says, "Now, raise your hand if you would you like to help plan the party."

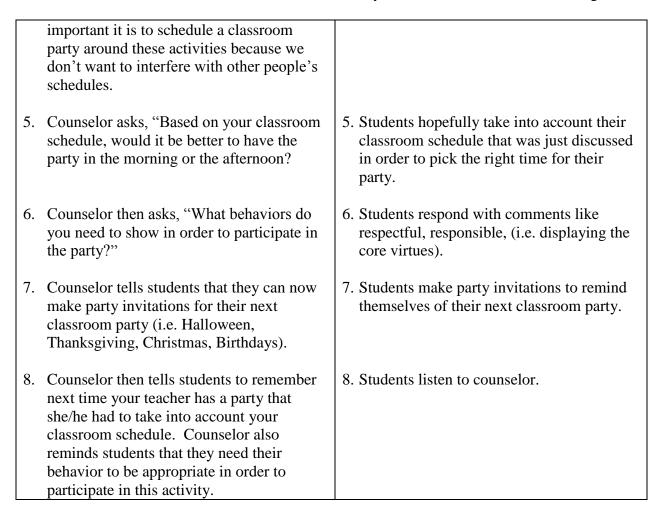
#### **Procedures**

### **Instructor Procedures/Instructional Strategies:**

- 1. Counselor asks, "What do we need to think about for the party?"
- 2. Counselor says, "Most of you forgot to think about the time and how our classroom schedule affects the time we can have the party.
- 3. Counselor then asks the students, "When do you have specials, lunch, and recess?
- 4. Counselor then reminds students how

## Student Involvement/Instructional Activities:

- 1. Students will give their input (probably like food, movie, etc.)
- 2. Students are thinking about what the counselor is saying.
- 3. Students respond by giving the time of day that they have these three activities during the school day.
- 4. Students listen to the counselor.



### **Teacher Follow-Up Activities**

Teacher reminds students of the class schedule when she/he announces that their class is having their next party. Teacher frequently talks about the classroom schedule with the students.

Counselor reflection notes (completed after the lesson)					